

## **SEDGEFIELD MIDDLE**

131 Charles Gibson Blvd.

Goose Creek, SC 29445

**GRADES** 6-8 Middle School

**ENROLLMENT** 980 Students

**PRINCIPAL** Don L. Brown, III 843-797-2620

**SUPERINTENDENT** Dr. J. Chester Floyd 843-899-8600

**BOARD CHAIR** Harriett Dangerfield 843-871-3409

## **THE STATE OF SOUTH CAROLINA**

### **ANNUAL SCHOOL REPORT CARD**

# 2004

#### **ABSOLUTE RATING:**

**AVERAGE**

Absolute Ratings of Middle Schools with Students like Ours

<b>Excellent</b>	<b>Good</b>	<b>Average</b>	<b>Below Average</b>	<b>Unsatisfactory</b>
0	2	18	18	1

#### **IMPROVEMENT RATING:**

**GOOD**

The school's Improvement rating was raised one level because of substantial improvement in the achievement of students belonging to historically underachieving groups of students.

#### **ADEQUATE YEARLY PROGRESS:**

**NO**

This school met 20 out of 25 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### **SOUTH CAROLINA PERFORMANCE GOAL**

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Below Average	Unsatisfactory	N/A
<b>2002</b>	Below Average	Unsatisfactory	N/A
<b>2003</b>	Average	Below Average	No
<b>2004</b>	Average	Good	No

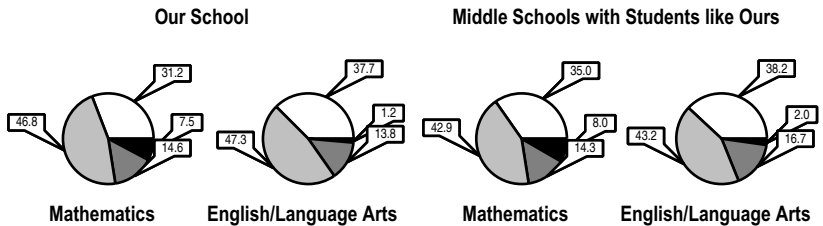
**DEFINITIONS OF DISTRICT RATING TERMS**





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

92.0%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

	Enrollment 1 <sup>st</sup> Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced (adj.)	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 17.6%									
All Students	931	99.9	37.5	47.5	13.9	1.2	22.6	Yes	Yes
Gender									
Male	462	100.0	43.8	43.5	12.2	0.5	17.7		
Female	469	99.8	31.4	51.3	15.5	1.8	27.3		
Racial/Ethnic Group									
White	427	100.0	30.6	48.2	18.9	2.3	28.1	Yes	Yes
African-American	419	100.0	44.0	47.3	8.7	0.0	16.8	No	Yes
Asian/Pacific Islander	32	100.0	23.1	53.8	23.1	0.0	42.3	I/S	I/S
Hispanic	50	98.0	48.8	41.9	7.0	2.3	11.6	No	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	769	99.9	33.2	49.5	15.9	1.4	25.6		
Disabled	162	100.0	58.2	37.7	4.1	0.0	8.2	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	931	99.9	37.5	47.5	13.9	1.2	22.6		
English Proficiency									
Limited English Proficient	32	96.9	70.8	20.8	8.3	0.0	12.5	I/S	I/S
Non-Limited English Proficient	899	100.0	36.5	48.3	14.0	1.2	22.9		
Socio-Economic Status									
Subsidized meals	639	99.8	44.6	44.6	10.3	0.5	16.5	No	Yes
Full-pay meals	292	100.0	21.3	54.0	22.1	2.7	36.5		

Mathematics - State Performance Objective = 15.5%									
All Students	931	100.0	31.2	46.7	14.6	7.5	33.7	Yes	Yes
Gender									
Male	462	100.0	30.9	45.5	15.3	8.4	35.4		
Female	469	100.0	31.6	48.0	13.9	6.6	32.0		
Racial/Ethnic Group									
White	427	100.0	23.2	46.2	20.2	10.5	42.9	Yes	Yes
African American	419	100.0	38.4	49.9	8.9	2.8	22.9	Yes	Yes
Asian/Pacific Islander	32	100.0	15.4	34.6	19.2	30.8	69.2	I/S	I/S
Hispanic	50	100.0	47.7	29.5	13.6	9.1	27.3	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	769	100.0	26.0	48.7	16.6	8.7	38.5		
Disabled	162	100.0	56.8	37.0	4.8	1.4	10.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	931	100.0	31.2	46.7	14.6	7.5	33.7		
English Proficiency									
Limited English Proficient	32	100.0	52.0	24.0	16.0	8.0	28.0	I/S	I/S
Non-Limited English Proficient	899	100.0	30.6	47.4	14.5	7.4	33.9		
Socio-Economic Status									
Subsidized meals	639	100.0	36.5	47.9	10.4	5.2	27.1	Yes	Yes
Full-pay meals	292	100.0	19.4	44.1	24.0	12.5	48.7		

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	319	99.7	33.6	44.6	19.4	2.4	21.8
	Grade 7	316	99.4	44.9	48.4	6.6	N/A	6.6
	Grade 8	290	99.0	45.6	44.1	10.0	0.4	10.4
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	346	99.7	41.1	39.0	18.2	1.8	19.9
	Grade 7	310	100.0	40.0	48.8	10.2	1.0	11.2
	Grade 8	278	100.0	30.9	56.9	11.9	0.4	12.3

<b>Mathematics</b>								
<b>2003</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	319	100.0	27.8	40.5	24.1	7.6	31.6
	Grade 7	316	100.0	46.6	39.0	9.3	5.2	14.5
	Grade 8	290	100.0	38.1	52.0	6.6	3.3	9.9
<b>2004</b>	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	346	100.0	24.9	45.1	21.4	8.6	30.0
	Grade 7	310	100.0	33.2	46.4	10.2	10.2	20.3
	Grade 8	278	100.0	39.0	48.7	10.0	2.2	12.3

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 980)				
Students enrolled in high school credit courses (grades 7 & 8)	7.7%	Up from 7.2%	12.2%	14.6%
Retention rate	6.8%	Up from 6.5%	4.0%	3.0%
Attendance rate	95.5%	Up from 94.1%	95.5%	95.9%
Students with disabilities other than speech taking PACT (ELA) off grade level	6.7%		6.6%	5.7%
Students with disabilities other than speech taking PACT (Math) off grade level	6.6%		6.5%	5.3%
Eligible for gifted and talented	7.7%	Up from 5.2%	11.4%	14.3%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	16.5%	Down from 18.9%	14.0%	13.9%
Older than usual for grade	9.0%	Down from 14.3%	5.8%	4.2%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	3.7%	Up from 0.1%	0.9%	0.9%
Annual dropout rate	0.3%	Up from 0.2%	0.0%	0.0%

Teachers (n= 56)				
Teachers with advanced degrees	48.2%	Up from 36.4%	47.9%	48.7%
Continuing contract teachers	78.6%	Up from 69.1%	80.0%	81.7%
Highly qualified teachers**	85.7%	N/A	88.9%	90.4%
Teachers with emergency or provisional certificates	0.0%		5.2%	5.3%
Teachers returning from previous year	80.7%	Up from 77.1%	82.8%	85.1%
Teacher attendance rate	94.2%	Down from 94.5%	94.9%	94.8%
Average teacher salary	\$38,489	Up 2.2%	\$39,070	\$40,566
Prof. development days/teacher	10.1 days	Down from 10.7 days	10.1 days	11.0 days

School				
Principal's years at school	3.0	Up from 2.0	4.0	3.3
Student-teacher ratio in core subjects	26.1 to 1	Up from 25.1 to 1	21.4 to 1	21.3 to 1
Prime instructional time	88.5%	Up from 87.1%	89.4%	89.3%
Dollars spent per pupil*	\$5,051	Down 2.1%	\$5,563	\$5,821
Percent of expenditures for teacher salaries*	57.8%	Up from 55.9%	63.0%	61.8%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.9%	97.3%	95.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	92.8%	92.0%
Highly qualified teachers in high poverty schools**	91.2%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Sedgefield Middle School serves nearly 1000 students in grades six, seven, and eight. We strive to provide a challenging curriculum to meet the needs of all students. The core curriculum emphasizes English/language arts, mathematics, science, and social studies. Students also have the opportunity to become actively involved in a variety of other areas which include, but are not limited to, physical education, health, art, computer literacy, industrial technology, band, chorus, and ACE.

The mission of Sedgefield Middle School is to ensure that all students are afforded the opportunity to achieve their maximum potential. Teachers utilize inviting and engaging teaching strategies that encourage students to write across our standards-based curriculum. This allows the students exposure to such strategies as 6 + 1 Writing Traits and the "Write-On" Journaling Program. Math manipulatives are used in instruction for enrichment, as well as remediation.

Sedgefield Middle School teachers are involved in on-going staff development training to continuously improve instruction and to increase student achievement. Curriculum Mapping and Standards in Practice are two programs that are in place to assist in assuring student success in meeting South Carolina State Standards. Thinking Maps are utilized at every grade level to teach students to organize their thoughts and make connections that enhance critical thinking skills.

Sedgefield Middle students are encouraged to participate in activities and clubs such as intramural sports, Junior Beta Club, Student Council, Parent-Student Book Club, Grandparents Club, Drama Club, and Latin Club. All students are invited to participate in tutorials before and/or after school for homework assistance. Students who are competitive may choose to compete in Quest or the Quiz Bowl, while those musically inclined may choose to take part in All-County Band or All-County Chorus.

Students, teachers, staff members, parents, and community members work diligently as a team to achieve our academic goals. Sedgefield Middle School students, teachers, and staff members are reminded daily of our motto and we will continue to "go for the GOLD."

Don L. Brown, III - Principal

Katie E. Stapleton - School Improvement Council Chai

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	48	222	123
Percent satisfied with learning environment	62.5%	63.5%	68.6%
Percent satisfied with social and physical environment	74.5%	72.6%	62.8%
Percent satisfied with home-school relations	42.6%	77.1%	55.8%

\*Only students at the highest middle school grade level at this school and their parents were included.